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Project Criterion, an innovative teacher education program based on a systems approach to learning, became operational in the 1967 fall term. The project has a three-pronged approach: performance objectives, individualized instruction, and simulab experiences. Individualized instruction is provided through a series of "Instructional Projects," called "IP's," for each professional course. Courses are "nongraded" in that completion of a certain number and kind of IP's in a given course will earn the student an automatic grade evaluation. Students work at their own pace using a multimedia reference center, freeing faculty from traditional lecture sessions to concentrate on individual requirements for students and to prepare and revise instructional IP's. "Simulab" experiences (teaching experiences which take place in model learning centers on the college campus using children from local elementary and secondary schools) begin in the sophomore year and culminate in full-term student teaching in the senior year. "Performance Objectives" (criterion behavioral objectives) are created and used in each IP and course outline so that students know exactly what the course outcomes should be in relation to their professional competence. (Included are notes on the development, budget, and evaluation of the project, and a list of personnel involved. SP 002 254 is a related document.) (JS)

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ENTRY FOR - COLLEGE OF ST. SCHOLASTICA, DULUTH, MINNESOTA

"PROJECT CRITERION"

SP00 2730

The College of St. Scholastica's PROJECT CRITERION is an innovative approach to teacher education. PROJECT CRITERION was conceived in 1966; formulated during early 1967 and became operational with the fall term of that year.

If new instructional methods are the answer to the educational problems of the coming decades, then Colleges must begin using them and share in the leadership for their development with the elementary and secondary level schools already involved with individualized instruction, media and system approaches. Thus, the College of St. Scholastica decided to become committed to PROJECT CRITERION.

PROJECT CRITERION, in the Department of Teacher Education, implements individualized instruction through a series of "Instructional Projects" for each professional course. These courses of study are non-graded in concept because satisfactory completion of a certain number and kind of project, in a given course, will earn the student an automatic grade evaluation. Students work at their own pace using a multi-media reference center. College faculty members are freed from traditional lecture sessions to concentrate on individual requirements for students and to prepare and revise instructional projects.

A coined word, "Simulab", refers to any teaching experience with live children. Children from local elementary and secondary schools make up the pupil constituency for simulab experiences. These professional experiences are full term student teaching experiences in the senior year. Simulab experiences begin in the sophomore year and take place in model learning centers created for this purpose on the college campus.

The final component of PROJECT CRITERION is creating and using criterion behavioral objectives for each professional course--"Performance Objectives". These objectives are included in each instructional project and course outline. In the Department of Education students know exactly what the course outcomes should be in relation to their professional competence.

PROJECT CRITERION establishes a positive learning situation, where each student is instructed as an individual. Favorable feedback from students, visiting faculty, mass media, and nationally recognized educators fortify the College's commitment to PROJECT CRITERION.

DESCRIPTION OF PROGRAM

St. Scholastica's Education Department has developed an innovative program based on a systems approach to learning-PROJECT CRITERION. The new shape of teacher education at St. Scholastica has a three-pronged approach: performance objectives, individualized instruction, and simulab experience.

First: Performance objectives: Professional competency is achieved by the accomplishment of stated performance objectives which describe learning in terms of measurable behavior. These objectives state what the learner must be able to do--his performance. They set forth the conditions under which he will be able to do it. They state the extent to which he must be able to accomplish it. It is our conviction that any kind of learning can be stated in terms of measurable behavior. We ask, "How does the person who knows differ from the person who does not know?"

Second: Individualized instruction: This long sought after goal is accomplished at St. Scholastica through the use of printed instructional projects, which we call "IP's". These instructional projects are individual assignments. Three kinds of color-coded instructional projects are given to the students and completion of a specified number of each automatically determines his grade. For instance, in order to earn a grade of "C" in the course, the student must complete all the instructional projects that are printed on white paper. These are considered by the course instructor to be basic to the development of the desired teacher competency, and several involve some work with children.

Instructional projects printed on green paper call for in-depth exploration of the material dealt with in the course. Completion of a predetermined number of these enrichment projects in addition to the basic projects will earn the student a grade of "B".

All instructional projects that are printed on gold paper call for teaching experiences and allow the highly motivated student additional opportunities to work with small groups of children. Again completing a predetermined number of gold projects in addition to the green and the white ones earns a grade of "A".

Students may volunteer to write instructional projects with the consent of the instructors. These voluntary projects can take the place of either a green or a gold. Each completed instructional project is acceptable when it meets the performance standard. Thus, the student <u>selects</u> his ultimate grade in the course.

Third: <u>Simulab experience</u>: PROJECT CRITERION insures regular opportunities for the students to work with children throughout the entire period of their professional preparation. The white instructional projects of each course include several that require the student to work with children and all of the gold instructional projects are child-oriented. Two "simulabs" are fitted out with children's tables and chairs, room dividers, and elementary level instructional materials so that the children we bring to St. Scholastica have more or less familiar surroundings in which to work. One simulab contains materials for social studies and language arts including reading. The other simulab contains materials for mathematics and science. In these simulabs the students work with children of a specific target population group. A student can request children of a particular age or with specific learning problems or perhaps a certain proportion of boys to girls.

the search for materials which will help the students to work individually at their own speed and level. Presently teacher education courses are all taught in an individualized format. In 1968-69, many more courses throughout the College will be phased into the individualized concept. The Education department acts as a resource to all faculty members. By 1972, the final phase of individualization of the entire college curriculum should be complete.

EVALUATION OF PROGRAM

Evaluation of PROJECT CRITERION to date involves the administration of opinionnaires to all education students. Also, regular administration of the Minnesota Teacher Attitude Inventory and the Graduate Record Examination is carried out.

"The College of St. Scholastica teacher education program serves as an exciting model for others"...Professor Thorwald Esbensen, Florida State University. Author of "The Duluth Experience", and former Assistant Superintendent for Instruction for Duluth Public Schools.

St. Scholastica works in close cooperation with the Duluth Public Schools "one of the nation's most outstanding examples of innovative educational projects." James A. Strauble, Director of Evaluation, National Laboratory for the Advancement of Education, U.S. Office of Education.

"St. Scholastica's teacher education program is well-conceived. Based on the recognition of individual differences, sparked by the enthusiasm, dedication and vibrant spirit of the staff (which is so apparent), your program is bound to succeed."...Cielle Block, Director, Teacher Corps Training Program, Catholic University of America, Washington, D.C.

The local parochial grade schools have willingly cooperated with St. Scholastica in this project. Children from neighboring St. Anthony and Sacred Heart elementary schools are brought to St. Scholastica when a student requests children to teach. The children stay for the duration of a specified lesson and then are returned to their schools. Unless there is a lesson which takes two or three sessions, the student works with different children each time he asks to teach. The actual experiences involving the teaching of children have become the most popular and to the student the most rewarding feature of PROJECT CRITERION.

A specialized program such as PROJECT CRITERION, demands the allocation of specialized space. We have three types of areas.

The first area is that of the simulabs previously discussed. The Instructional Materials Center is the second area and is considered the input area for the student teachers. Here we have professional books and periodicals as well as examples of elementary and secondary level texts,...resource materials, and hardware necessary for the completion of instructional projects. The third area is a seminar room where course instructors may present scheduled teacher-lead-presentations and where groups of students meet to share experiences, discuss each other's work, and offer suggestions to one another.

DEVELOPMENT OF PROGRAM

Members of the education department began meeting in February, 1967. Their chief work at that time was learning how to write criterion performance objectives. In summer 1967 facilities were established and equipped. In the fall of 1967 PROJECT CRITERION was made operational. At present, work goes on individually and chief concentration is on

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

The College of St. Scholastica is implementing PROJECT CRITERION with hopes of improving teacher education BY BRINGING CURRENT INNOVATIVE INSTRUCTIONAL METHODS INTO USE AT THE COLLEGE LEVEL.

PERSONNEL OF PROGRAM

Dr. Philip H. Richards, Chairman of Department of Education, Professor of Education

Dr. David L. Zufelt, Associate Professor of Education, Coordinator of Elementary Education

Dr. Ralph R. Doty, Assistant Professor of Education, Coordinator of Secondary Education

Mr. Milan S. Karich, Assistant Professor of Education, Director of Student Teachers and Teacher Placement

Sister Margaret James Laughlin, Assistant Professor of Education

Sister Ruth Lindheimer, Instructor of Music

Sister Mary Charles McGough, Chairman of Department of Art, Assistant Professor of Art

Sister Gemma Blake, Assistant Professor of Education, Reading, Kindergarten and Primary Level Specialist

Mr. Craig Welch, Director of Public Relations

Sister Mary David Gruden, Administrative Assistant to Education Department Chairman

BUDGET FOR PROGRAM

Seventeen thousand dollars was allocated in 1967-68 for in-service efforts for faculty, for workshops, for new facilities, for transportation of students, and for new equipment and supplies.